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| Day 1 | Day 2 | Day 3 |
| Trends in Online Learning\* Primary/Secondary   * Public/Private (OSG, NAIS) * College   + Undergraduate   + Graduate   Objectives for Workshop | Why Blended Learning = Better learning opportunities for students  **Traditional**: Introduce new concepts in class --> Homework for review --> Review homework in class, review and possibly re-teach concepts --> repeat  **Blended**: Outside of class students review a variety of resources (texts, video, screencasts, simulations, discussions, formative assessments for comprehension checks)  --> class time for work, discussion, debate, expand learning, further reinforcement -->resources remain available for student review  **Encourage** students to form study groups (social learning / when you teach, you learn), learn to "**be**" part of the academic culture: **be** a mathematician, **be** a musician, **be** a writer | A template for course documentation   1. **Course Descriptions** 2. **Enduring Understandings:** What will students understand (about what big ideas) as a result of the unit? 3. **Essential Questions:** What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of the unit? 4. **Course Goals**: Be Specific 5. **Student Knowledge/Abilities:** Students will know… / Students will be able to…. |
| What is Online Learning?   * 0% Traditional * 1-29% Web Facilitated (describe) * 30-79% Blended Learning (describe) * 80%+ Online Learning | Assessments  Formative (why and when), Summative & Demonstrations of Learning  **Step 1:** Develop a pool of assessment replacements (What do professionals use?)  **Step 2**: Identify existing types ofsoftware, hardware, Internet capabilities to use for assessments  **Step 3**: Replace a dated assessment with a new one  **Step 4**: Share the new assessment with colleagues and students, get feedback and revise as needed.  **Step 5**: Plan for skill and assessment "upgrades" throughout the school year, develop a culture of rethinking assessment. |  |
| **Moodle Top to Bottom** see below for details run concurrent sessions | **Moodle Top to Bottom** see below for details run concurrent sessions | **Moodle Top to Bottom** see below for details run concurrent sessions |
| **Web 2.0** - Expand classroom   * Blogger - Blog * Diigo - Social Bookmarking and Annotating * WikiSpaces - Collaborative space * VoiceThread | **Web 2.0** - Expand your classroom   * Blogger - Blog * Diigo - Social Bookmarking and Annotating * WikiSpaces - Collaborative space * VoiceThread | **Web 2.0** – expand your classroom   * Blogger - Blog * Diigo - Social Bookmarking and Annotating * WikiSpaces - Collaborative space * VoiceThread |
| **How To's**   * Audio/Audacity/Podcast * ScreenCapture - CamStudio * Video/Vimeo/Embedding video * Google Maps\* / Google Lit Trips * HotPotatoes * PhotoStory / Window Movie Maker * Back channeling | **How To's**   * Audio/Audacity/Podcast * ScreenCapture - CamStudio * Video/Vimeo/Embedding video * Google Maps\* / Google Lit Trips * HotPotatoes * PhotoStory / Window Movie Maker * Back channeling | **How To's**   * Audio/Audacity/Podcast * ScreenCapture - CamStudio * Video/Vimeo/Embedding video * Google Maps\* / Google Lit Trips * HotPotatoes * PhotoStory / Window Movie Maker * Back channeling |

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| Moodle Top to Bottom | Assessments\* Formative (why and when)  Summative & Demonstrations of Learning |  |
| · Resources   * Linking to files/websites * Lables - linking to sound files * Web Page   · Activities   * Assignments * Forums * Chats * Glossary * Database * Feedback * Forum * Choice * Hot Potato Quizzes * Journals * Blogs * Wikis | **Step 1: Develop a pool of assessment replacements (What do professionals use?)**  Documentaries, films,podcasts, online courses, CAD/SketchUp Designs, Video podcasts, web sites, screenplays, email exchanges, quarterly reports, digital music compositions, video conferences, webcasts from lives sites, simulations, online journals/blogs  **Step 2: Identify existing types of software, hardware, Internet capabilities to use for assessments** Moodle, Webcams, computers, wikis, email, digital cameras, Twitter, iPods/iTouch, blogs, flip cameras, Web design tools, Web 2.0 tools  **Step 3: Replace a dated assessment with a new one** Examples: essay --> screenplay; charts --> webquests  **Step 4: Share the new assessment with colleagues and students, get feedback and revise as needed.**  **Step 5: Plan for skill and assessment "upgrades" throughout the school year, develop a culture of rethinking assessment.** |  |